

Bridge to College Courses in Washington: Project Overview

<http://www.k12.wa.us/CurriculumInstruct/BridgetoCollege/>

Spring 2015



The Bridge Course State Partnership Team (OSPI and the State Board for Community and Technical Colleges, SBCTC) will be recruiting high schools in February/March 2015 to offer a Bridge to College Course for English language arts and/or mathematics starting in the 2015/16 school year. The Bridge courses are designed for students scoring a level 2 on the Smarter Balanced 11th grade assessment.

High schools implementing the course will receive funding from OSPI (through a grant from College Spark) and are required to commit the course teachers and building leadership to participate in professional learning in the summer of 2015 and throughout the 2015/16 school year to support strong course implementation. State partners are developing a regionally-based structure for training and supporting teachers throughout the year.

Course Background and Development

In May 2014, the Washington community and technical college system adopted a statewide agreement offering high school students the opportunity to be placed into college-level coursework based on their scores on the 11th grade Smarter Balanced Assessment. This agreement represents the system's commitment to improving student college readiness by encouraging high school students to achieve Washington's new K-12 State Learning Standards for English language arts and mathematics (Common Core State Standards, 2011).

As part of this agreement, the SBCTC and OSPI, have led the development of **Bridge to College transition courses** in math and English designed for high school seniors who score below college-ready level on the 11th grade assessments.

Together, the placement agreement and transition courses will:

- Allow more high school students to avoid remediation and placement testing when they enter college.
- Improve curricular alignment between K-12 and entry-level college courses in math and English.
- Develop and sustain local college/school district partnerships and faculty/teacher collaboration.

Collaboratively designed and developed by higher education faculty, high school teachers, and curriculum specialists from multiple colleges and school districts, the *Bridge to College* courses are grounded in essential career and college readiness expectations as reflected by Washington's K-12 Learning Standards for English Language Arts and Mathematics (the Common Core State Standards). SBCTC has received a grant from College Spark Washington to support establishing the courses in high schools across the state over the next three years.

Bridge to College Mathematics

The *Bridge to College Mathematics* course is grounded in the Southern Regional Education Board's Math Ready course. Intended for students heading for college pathways not requiring calculus, the curriculum emphasizes modeling with mathematics and the Common Core Standards for Mathematical Practice, and a variety of essential standards from Algebra I, statistics and geometry, plus the Algebra II standards agreed to as essential college- and career-readiness standards for most students. The course emphasizes student engagement based heavily on conceptual teaching and learning.

Bridge to College English



Funded by College Spark Washington



The *Bridge to College English Language Arts* course is grounded in building critical reading, academic writing, speaking and listening, research and inquiry, and language use. Students will read complex nonfiction and fiction texts focusing on issues of both current and enduring importance; evaluate the credibility of information; critique others' opinions; and construct their own opinions based on evidence. By the end of the course, students will use strategies for critical reading, argumentative writing, and independent thinking while reading unfamiliar texts and responding to them in discussion and writing. The course will also develop essential habits of mind necessary for student success in college, including independence, productive persistence, and metacognition.



Funded by:



WHEN	WHAT
January – March, 2015	1) Districts register to implement the Bridge Courses for 2015/16 school year (due 3/31/15). 2) Bridge Course Trainer Recruitment and Selection
June – July 2015	June 28 – July 2: Bridge Course Trainer Training and Calibration (Vancouver WA Hilton) July: Funding begins for districts
August 2015	2015-16 Teacher and Principal Training
Fall 2015 – Spring (April) 2016	1) Full day Regional Bridge Team Course Training for teachers (November, February) 2) Full day Regional Bridge Team “PLC” meetings (October, January, April)
January – March, 2016	Recruitment for Year 2 of Bridge to College Courses
August 2016 – June 2017	Year 2 Implementation of Bridge to College Courses

Timeline

Eligibility and Funding

Districts with high schools interested in implementing the Bridge Courses for the 2015/16 year are eligible to receive funding and professional learning support from OSPI, the SBCTC, and state Bridge Course partners.

Up to 100 ELA and 100 math teachers (2 ELA and 2 Math max per high school) will be selected to implement the Bridge courses for the 2015-16 school year. Participating high schools will receive up to \$10,500 to cover summer and school year professional development costs, including stipends, substitute reimbursement, and travel costs for teachers and building leadership (maximum - \$2,500 per participating teacher; \$500 for leadership support).

Registration and Selection

Districts will register interested high schools through iGrants Form Package 719 starting in February 2015.

Districts/schools will be selected on a first-come, first registered basis. Schools that are 50% or higher free & reduced lunch will be given priority for selection for both the Bridge to College Mathematics and Bridge to College English course funding; in addition, schools who are receiving [College Spark](#) funds for implementation of Agile Mind’s Intensified Algebra or Academic Youth Development Advisory programs will be given priority for selection for the Bridge to College Mathematics course funding.

Expectations for Participating High Schools

- **Teacher Identification Criteria:** Teachers chosen for implementing the Bridge Course should be teachers who have a deep understanding of the CCSS, their instruction reflects the shifts in the CCSS and they have demonstrated evidence of successfully teaching struggling students.
- **Principal / District Commitment:** Principals (or their designee) of participating schools are required to

attend a 1-day training on the final day of the 3-day summer teacher Bridge Course training that will allow for collaboration and planning between teachers and principals. The district and school's commitment to this work and these assurances will be critical in ensuring teacher and student success in this new course.

- **Course Implementation:** Participating teachers commit to teaching the course with fidelity, using the Bridge Course curriculum, throughout the duration of the school year.
- **Professional Learning Participation (summer and school year):** Teachers need to commit to a 3-day summer training August 2015 and 5 full days of professional development during the school year. Once participating schools are determined in spring, Bridge Course Teams will be determined. These Bridge Teams will include 2-4 districts that are within a close geographic region. Teachers from this Bridge Team will meet 5 times throughout the school year to support the ongoing implementation through content trainings and PLCs.

Higher Education

The courses and support system have been designed through partnership between K-12 and higher education faculty. Districts are encouraged to collaborate with their local institution of higher education in the planning and implementation of the Bridge to College Courses. Faculty should be invited to participate in the school year professional development and to collaborate with districts regarding transfer agreements.

Bridge Course Support Structures and Roles

Bridge Course Trainers (statewide role): 7-9 Bridge Course Trainers will be selected to support high schools implementing the courses. These trainers will attend a 5-day training June 28 – July 2, 2015 to learn the Bridge Course materials and prepare for the August teacher training for teachers who will teach the course in 2015-2016. These Bridge Course Trainers will facilitate a 3-day teacher training in August and work with 4 different **Regional Bridge Teams** across the state by providing 2 more face-to-face trainings for each Bridge Team during the school year.

Regional Bridge Course Teams: Anticipating 20-30 Regional Bridge Teams that will consist of 2 or more participating districts that are geographically close—these teams will meet 5 times during the school year—2 days for content training and 3 days for PLCs.

Regional Bridge Team Leader: Each Regional Bridge Team will have a Bridge Team Leader (someone currently teaching the course) to facilitate the 3 PLCs and will collaborate with the Bridge Course Trainer to plan the PLCs.

Participating Teachers: All teachers who are going to teach the Bridge course will be required to attend a 3-day workshop in mid-August, 2 full day face-to-face content trainings and 3 full day PLCs meetings.

Principals: Principals will be required to sign assurances in supporting the implementation of the Bridge course and are required to attend a 1-day principal workshop that will be on day 3 of the 3-day August teacher training.

Questions?

For General Information about Bridge Course and K-12/Higher Education Agreements:

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For Course Content and iGrants Registration information:

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